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ABSTRACT

Through the use of these checklists, participants increase their awareness of racism and sexism in their schools and clarify what they would like to change. The checklists are designed to be administered by a trainer to a group of participants. The trainer first gathers information concerning racial characteristics of the community, degree of integration of the schools, and number and type of district employees of each race and sex. After presenting this information to the participants, the trainer administers the checklists. Both checklists are divided into sections concerning community, school board, administration, teachers, guidance, students, and curriculum. As a supplement to the checklist, examples of institutional racism in education are cited, including biased curricula, culturally-biased IQ tests, tracking, incorrect classification of students as mentally retarded, inequitable school financing, unfair discipline measures, poor teacher expectations and attitudes, and exclusionary hiring procedures. Examples of sexism in education include biased textbooks, unequal teacher expectations, and institutional channeling. (Author/JM)

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ED157179

CHECKLIST

Rate Your School for Racism and Sexism

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Robert B. Moore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

An activity to raise questions, set goals and suggest strategies for change.

EA 010 728

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GLOSSARY

RACISM is "Any attitude, action or institutional structure which subordinates a person or group because of their color . . . Racism is not just a matter of attitudes; actions and institutional structures can also be a form of racism." U.S. Civil Rights Commission

Racism can be manifested individually, institutionally and culturally, and is equally oppressive in its effects, whether it is intentional or unintentional.

SEXISM is any attitude, action or institutional structure which subordinates a person or group because of their sex. Sexism is not just a matter of attitudes; actions and institutional structures can also be a form of sexism.

Sexism can be manifested individually, institutionally and culturally, and is equally oppressive in its effects, whether it is intentional or unintentional.

ASSIMILATION The myth of American society as a "melting pot" infers that a variety of races, cultures and people have mixed together, lost their uniqueness and formed a whole new American culture. In reality, various racial and ethnic cultures remain, but are denied validity by the dominant, white, middle-class culture. Robert Terry* writes that, "Domination is the arbitrary and one-way assertion of authority by one person, group, institution or culture over another person, group, institution or culture . . . Decision-making is reserved for a few rather than being widely distributed." In order to succeed or enter the "mainstream" of society, individuals from various racial and ethnic groups have been forced to deny their cultures and adopt the dominant, white, middle-class standards, values, norms and behaviors.

*Robert Terry, *For Whites Only*, Wm. B. Eerdmans Publ. Co., Grand Rapids, 1971

DESEGREGATION The process of physically transferring students from one school to another to lessen the racial isolation in the schools. As system-wide desegregation has increased, segregation *within* each school often continues or increases. Ability grouping and tracking are often used to resegregate students within a school. The suspension rate for Black students often increases dramatically in desegregated schools. Curricular changes to reflect the multi-racial, multi-cultural nature of the society are not necessarily part of the desegregation process, nor is staff retraining or staff integration. In fact, statistics show that in the South, the area with the "best" record of "desegregation," wholesale displacement of Black educators occurred as dual school systems were merged: an estimated 6,000 Black teachers and principals were dismissed and thousands more demoted while an estimated 25,000 white educators were hired or transferred to fill positions.

INTEGRATION Integration is erroneously used interchangeably with desegregation and, as practiced, has usually represented assimilation. We feel a correct definition would include meaningful participation of the third world parents and staff in decision-making, hiring, curriculum and all school policies and practices.

PLURALISM ". . . a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color and in many cases with different languages."

Badges and Indicia of Slavery: Cultural Pluralism Redefined, Blourock, Bowman and Pantoja, University of Nebraska, 1975

Pluralism demands an equitable distribution of resources, power and decision-making among all groups. Diversity of groups and cultures would be preserved and differences respected. Groups would collaborate with one another for common objectives, rather than one group dominating all the others.

THIRD WORLD Third World refers to people in the U.S. of African, Asian, Native American (Indian), and Latin American descent, as well as people of color throughout the world. The term was originated in the 1950's by the non-aligned nations as a way of describing themselves. It was meant to show they were neither part of the U.S./Western European bloc, nor were they part of the Soviet bloc, but represented a third force in the world. Third world people are a minority in the U.S., but are a majority of the world's population.

ETHNOCENTRISM A tendency toward viewing alien cultures with disfavor and a resulting sense of inherent superiority. (Webster's Third International Dictionary of the English Language, unabridged.)

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SCHOOL CHECKLIST FOR RACISM AND SEXISM

I *OBJECTIVE*

For participants to increase their awareness of the many forms of racism and sexism in education.

II *RATIONALE*

Since no school operating within a racist and sexist society can be free of these manifestations, examining one's own school can help each participant clarify what s/he would like to help change or improve.

III *TIME ALLOTMENT*

Variable. From two to ten class periods, plus advance information-gathering. Time depends on amount of discussion trainer wishes to encourage.

IV *MATERIALS*

Paper and pencil for participants and enclosed trainer's materials.

V *ACTIVITY*

1. Trainer reads enclosed materials.
2. Trainer, or assigned participants, gather statistics in advance for the information sheet (enclosed).
3. Trainer presents the information gathered to class. (National statistics in FACT SHEETS ON INSTITUTIONAL RACISM and ON INSTITUTIONAL SEXISM can be used as comparison.)
4. Vocabulary and definitions on the glossary sheet can be discussed in advance, or as questions arise, depending on the age and sophistication of the class or the group.

5a. Trainer introduces CHECKLIST and tells participants to listen to each numbered question read, and then write next to each number:

A—meaning, "Yes, always."
B—meaning, "Sometimes."
C—meaning, "Rarely."
D—meaning, "No, never."

Answers are to reflect each participant's own assessment of his or her school.

Or

5b. Participants may be divided into small groups to answer questions jointly.

6. When all questions have been answered—with or without discussion after each one—every participant tallies the number of A's, B's, C's and D's. If all participants are from the *same* school, trainer should see if there is any great divergence in tallies and—if so—allow discussion of differences. If participants represent *many* schools, then any wide divergence in school ratings should provoke discussion of what factors caused better scores at one school than at another.
7. If time is set aside to discuss change strategies, trainer should see that participants start with an analysis of the existing *power* set-up, existing *control of resources* and existing *decision-making* in their schools. After such an analysis, change should be structured around practical ways to achieve more equitable sharing of power and resources and more equitable decision-making for minorities and females.

VI *CAUTION*

If participants wish to work for change, stress the need to arrange for third world and feminist participation on goals and methods. It is also important that change be based upon *realistic* assessments of what can be tackled first, what support can be mustered, etc. Step-by-step organization for the goal decided upon is *at least* as important as a change agent's good intentions.

This SCHOOL CHECKLIST owes much to previous checklists produced by (1) the Civil Rights Commission (unpublished); (2) Integrated Education Associates; (3) the United Church Press; and (4) a very thorough checklist prepared by Dr. Claire Halverson for the EEO Center of the National College of Education.

CHECKLIST ON RACISM

	Yes, always	Sometimes	Rarely	No, never
COMMUNITY				
1. Are parent meetings held at suitable times for working parents to attend?	A	B	C	D
2. Is language used at meetings understandable to all parents or translated as necessary for some?	A	B	C	D
3. Are all parents made to feel welcome and comfortable when they visit a school?	A	B	C	D
4. Are parents of all racial groups encouraged to participate and contribute to school programs and learnings?	A	B	C	D
5. Are third world and poor parents represented as advisors to school board? To administrators of each school? To curriculum committee?	A	B	C	D
SCHOOL BOARD				
6. Does the school board reflect the racial and economic make-up of the community?	A	B	C	D
7. a. If board members are selected, are various racial and economic viewpoints involved in the selection process?	A	B	C	D
b. If board members are elected, is it on a district basis that reflects the racial/ethnic and socioeconomic levels of the community, rather than on a city-wide basis in which a white, middle-class majority can predominate?	A	B	C	D
8. Does the school board encourage and facilitate meaningful participation of students and parents from all racial/ethnic and socioeconomic groups in decision-making?	A	B	C	D
9. Does school board get involved in community affairs related to housing, jobs, police and other matters directly tied to schools and racism?	A	B	C	D
10. Are the age, quality, facilities and maintenance of the school buildings which are attended by the greater proportion of third world students as good as those which are attended by a lesser proportion of third world students?	A	B	C	D
11. Is the per pupil expenditure the same for students from all racial/ethnic groups in all districts in your community? (This does not include ESEA Title I federal money.)	A	B	C	D
12. If not, do the schools that expend more money per student have a higher percentage of minority groups?	A	B	C	D
13. In negotiating contracts, is past discrimination against third world people recognized and compensated for in considerations of promotion or layoffs, rather than using seniority which results in "last hired, first fired" and counteracts affirmative action and equal employment efforts?	A	B	C	D
14. Does a good share of the school system's business contracts go to third world contractors and to contractors whose hiring and personnel policies encourage racial/ethnic and sexual equity?	A	B	C	D
ADMINISTRATION				
15. Is racial make-up of administrative and guidance staff similar to racial make-up of student body? If student body is mainly white, does administrative staff represent racial diversity of this nation?	A	B	C	D
16. Do third world administrators hold positions of general authority rather than mainly positions relating more specifically to special federal programs, minority concerns or minority relations?	A	B	C	D
17. Are administrators and teachers encouraged to live or participate in the community where they teach?	A	B	C	D
18. When new administrators are hired, is their ability to relate to the community one important qualification?	A	B	C	D
19. Do administrators place high priority on creating and enforcing policies and practices which are aimed at achieving cultural pluralism?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
20. Does the administration make decisions based on input from all students, parent and teacher viewpoints?	A	B	C	D
21. Are good academic grades for third world students a topic of serious concern?	A	B	C	D
22. Are school songs, symbols, decorations and holidays chosen to reflect all cultures and viewpoints?	A	B	C	D
23. Are school announcements sent in the language which parents can understand? Are parent meetings conducted or translated so parents can understand?	A	B	C	D
24. If busing is practiced for desegregation, are white students bused in equal numbers to blacks?	A	B	C	D
TEACHERS				
25. Is racial make-up of teaching staff similar to racial make-up of student body? If student body is mainly white, does racial make-up of teaching body reflect racial diversity of this nation?	A	B	C	D
26. When new teachers are hired, is strenuous effort made to find members of all racial minorities?	A	B	C	D
27. When teachers are interviewed for hiring, is it policy that the personnel committee contain third world staff and parents?	A	B	C	D
28. Are in-service courses required of entire teaching staff to enable them to increase their awareness of racism in our society, to acquaint them with the culture, history and viewpoints of racial minority groups? Is this true even if school is predominantly white?	A	B	C	D
29. Are teachers encouraged to learn to understand the language spoken by their students?	A	B	C	D
30. Do teachers clearly demonstrate that their behavioral and academic expectations are high for all students?	A	B	C	D
31. Do teachers routinely assign third world publications and authors for reading homework to all pupils?	A	B	C	D
32. Do teachers encourage diversity of values, styles and viewpoints, even when these run counter to teacher's own preferences?	A	B	C	D
33. Do teachers make special help accessible and comfortable for all students?	A	B	C	D
34. Do teachers encourage full participation in all classes and extra-curricular programs by third world students?	A	B	C	D
35. Do teachers contact administrators, school board and publishers to complain about stereotypes, bias and omission in materials and lack of multicultural materials?	A	B	C	D
36. Do teachers confront statements made by white students and other teachers that are racially or culturally biased or prejudiced?	A	B	C	D
GUIDANCE				
37. Are third world groups represented on the counseling staff in proportion to their representation in the student body, or, in predominantly white schools, in relation to their proportion in U.S. society?	A	B	C	D
38. Are guidance counselors required to attend in-service courses to enable them to increase their awareness of racism in our society, and to reexamine their views of racial/ethnic and culturally different students, including expected behavior traits, social mores, achievement potential, etc.? Is this true even if school is predominantly white?	A	B	C	D
39. Are students assigned guidance counselors who can communicate with students and parents in the language used at home?	A	B	C	D
40. Do guidance counselors arrange night hours to meet with working parents?	A	B	C	D
41. Do guidance counselors encourage high academic goals for students from all racial and income groups?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
42. Do guidance counselors provide those students who have decided to enter the work force after high school with effective career options rather than channeling them into low-paying service jobs?	A	B	C	D

STUDENTS

43. Do students from all racial/ethnic groups have equal access to the school of their choice?	A	B	C	D
44. If IQ and/or standardized achievement tests are used, are they offered in the language in which each student is most proficient?				
45. Are teachers, parents and students given a clear-cut explanation of the cultural and class bias inevitably built into all such tests?	A	B	C	D
46. Are student performance and interest given equal or greater emphasis than test scores in decisions to track students?	A	B	C	D
47. Are discussions with medical and psychiatric professionals, as well as with a child's parents, given equal or greater weight than IQ test scores in decisions to place students into EMR (mentally retarded) classes0	A	B	C	D
48. If your school maintains tracked classes, does the racial breakdown in each class roughly reflect the racial breakdown of the school student body?	A	B	C	D
49. Are students regularly moved from track to track, rather than frozen into the same track for most of their school life?	A	B	C	D
50. Is the proportion of third world students in both college-bound and vocational/commercial courses equal to the proportion of third world students in the school (or system)?	A	B	C	D
51. Are students in non-college courses provided counseling, training and worthwhile options that reflect changing economic and technical patterns in our society and lead to well-paying careers with good advancement potential?	A	B	C	D
52. Are students encouraged to learn to understand and respect each other's language, dialect or expressions?	A	B	C	D
53. Is bilingual, bicultural education available to all students who request it?	A	B	C	D
54. Do students feel that all discipline rules are fairly and equally applied?	A	B	C	D
55. Have third world students had input into creating discipline policies?	A	B	C	D
56. Is there a grievance procedure in which students feel free to bring complaints about racial matters to those having authority, whether they be student government, teachers or administrators?	A	B	C	D
57. Does the racial breakdown of students expelled or suspended reflect the racial proportions of the student body?	A	B	C	D
58. Are students encouraged to discuss school events and current events which relate to race?	A	B	C	D
59. Are they made to feel that their cultural group's dress and speech styles are as acceptable as are white middle-class styles?	A	B	C	D
60. Does food served in cafeteria reflect the tastes of all racial and ethnic groups?	A	B	C	D
61. Is care taken that students receiving free lunches are not made to feel self-conscious in any way?	A	B	C	D
62. Do poor students get some funds to participate in extra-curricular activities?	A	B	C	D
63. Does the school recognize the need for and facilitate the arrangement of self-segregation among students at times in the classrooms, extra-curricular activities and leisure periods?	A	B	C	D
64. Are all students encouraged to participate in extra-curricular activities such as drama, arts and crafts, musical groups, dance groups, athletics, and student government?	A	B	C	D
65. Do school groups and clubs include activities representing the diversity of racial and ethnic cultural contributions, to provide positive experiences for all students?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
CURRICULUM				
66. Are instructional materials as anti-racist as possible?	A	B	C	D
67. Does a curriculum committee, composed of school professionals, parent representatives, local minority and feminist group representatives, and student representatives (age permitting), screen all instructional materials prior to purchase?	A	B	C	D
68. When ideal materials cannot be found, are teachers trained to detect—and to guide their students to detect—both overt and subtle manifestations of racism? (and sexism?)	A	B	C	D
69. If materials aren't representative of our multi-racial, multi-cultural society, do teachers supplement them with materials that are?	A	B	C	D
70. Do materials, resources and media available in the library, media center and guidance offices reflect the racial and ethnic diversity of the nation, the contributions and achievements of third world people and project anti-racist images and concepts?	A	B	C	D
71. Do materials on classroom walls depict the racial diversity of this nation?	A	B	C	D
72. Is it a requirement that curriculum for all students present the true nature of both historical and present-day racism?	A	B	C	D
73. Is it a requirement that curriculum for all students include the culture, contributions and history of all racial groups? (and of women?)	A	B	C	D
74. Does the curriculum make room for open discussion of racial conflicts in the larger society, the community and the school?	A	B	C	D
75. Does the curriculum teach how minority values differ from dominant white values in our society? Are all values presented as equally valid?	A	B	C	D
76. Are students encouraged to mold their future by becoming active participants in working for social justice in the school and community?	A	B	C	D

CHECKLIST ON SEXISM

COMMUNITY

1. Are parents' meetings held at suitable times for working parents?	A	B	C	D
2. Are feminist groups in the community encouraged to assist the schools in combatting sexist practices?	A	B	C	D
3. Are poor and/or third world parents made to feel welcome to visit?	A	B	C	D
4. Do schools perceive both mothers and fathers as equally concerned and responsible for children, and communicate with both in notices, in requesting parent-teacher meetings, in encouraging parental involvement in school related affairs?	A	B	C	D
5. Do fathers participate equally in PTA activities such as organizing, planning events, record keeping, baking, etc.?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
SCHOOL BOARD				
6. Are half the members of Board female?	A	B	C	D
7. Do they represent all classes and races in the community?	A	B	C	D
8. When drawing up contracts, is past discrimination against women administrators recognized and compensated for in considerations of promotion or layoffs, rather than using seniority which results in "last hired first fired" and counteracts affirmative action and equal employment efforts?	A	B	C	D
9. Are fringe benefits such as retirement plans, maternity and/or family leave, insurance benefits, and sabbatical and training opportunities equal for females and males?	A	B	C	D
10. Does the school system attempt to direct its business contracts to female contractors and to contractors whose hiring and personnel policies encourage sexual equity?	A	B	C	D
11. Are all specialized, technical and academic schools in the district open to both females and males equally?	A	B	C	D
12. Are community feminist groups encouraged to present their concerns to the Board?	A	B	C	D
13. Has Board hired as many female as male Superintendents?	A	B	C	D
ADMINISTRATION				
14. Are women equally represented in the administrative positions of decision making and high salary in both the central administration and the individual schools (i.e., Assistant Superintendents, principals, assistant principals, etc.)?	A	B	C	D
15. Is input on feminist issues encouraged from students, teachers and parents?	A	B	C	D
16. Do administrators place high priority on creating and enforcing policies and practices which are aimed at achieving sexual equity and anti-sexist education?	A	B	C	D
17. Do school songs, holidays, symbols reflect anti-sexist concerns?	A	B	C	D
18. Are women invited to address assembly and graduation ceremonies?	A	B	C	D
19. Are curriculum materials in use carefully screened and teachers made aware of their sexism?	A	B	C	D
TEACHERS				
20. Are male teachers as numerous as female teachers in the primary and elementary grades?	A	B	C	D
21. Are female teachers employed in equal number to male teachers in high schools?	A	B	C	D
22. Are females "heads of departments" as often as are males?	A	B	C	D
23. Are in-service courses required of entire teaching staff to increase their awareness of sexism in our society, and to re-examine their views of behavior traits, role expectations, achievement potential, etc. in regard to female and male students?	A	B	C	D
24. Are the average salaries of female and male teachers the same?	A	B	C	D
25. Do teachers contact administrators, school board and publishers to complain about sex role stereotypes and bias in materials, and the lack of materials by and about women's significant role in our society?	A	B	C	D
26. Do teachers confront statements made by students and other teachers that are sexist or reflect stereotypes about females?	A	B	C	D
27. Do teachers discuss the implication of—and avoid using—terms like "man" or "mankind" to refer to people or humankind; "he" or "him" when referring to an unknown individual; "chairman" or "congressman" when referring to a chairperson or congressperson, etc.?	A	B	C	D
28. Do teachers avoid imposing such sex-role expectations of femininity and masculinity on children as "girls love reading and hate math and science," "boys shouldn't cry," or that boys can be loud and noisy while girls must learn to control themselves?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
29. Do teachers avoid separating females and males when forming class into lines, asking for student assistance in classroom duties?	A	B	C	D
GUIDANCE				
30. Are female counselors employed in equal numbers to male counselors?	A	B	C	D
31. Are counselors informed on the realities of sex discrimination in employment and in turn do they provide such information to all students?	A	B	C	D
32. Do counselors encourage and counsel female students to strive for skills and training that will equip them to compete for well-paying careers in *any* field, rather than assume that "most girls get married" after high school and don't join the work force?	A	B	C	D
33. Do guidance staff avoid sex role stereotyping in all advice given?	A	B	C	D
STUDENTS				
34. Are females encouraged in math, science, sports and industrial arts, and males in home economics and commercial classes?	A	B	C	D
35. Is similar behavior encouraged from girls as from boys?	A	B	C	D
36. Are females who are pregnant or unwed mothers encouraged to continue schooling?	A	B	C	D
37. Can girls and boys wear any comfortable, clean clothing they desire?	A	B	C	D
38. Are females and males equally encouraged to participate and equally represented in extra-curricular activities such as drama, arts and crafts, musical groups, dance groups, athletics and student government?	A	B	C	D
39. Do females have equal access—in terms of times available and equipment—to all athletic facilities in the school?	A	B	C	D
40. Does the school encourage athletic programs which are most conducive to co-educational practices?	A	B	C	D
41. Are equal amounts of money expended on boys' and girls' athletics?	A	B	C	D
CURRICULUM				
42. Are instructional materials as anti-sexist as possible?	A	B	C	D
43. When ideal materials cannot be found, are teachers trained to detect—and to guide their students to detect—both overt and subtle manifestations of sexism?	A	B	C	D
44. Does a curriculum committee, composed of school professionals, parent representatives (including minority and feminist groups) and student representatives (age permitting), screen all instructional materials prior to purchase for sexist stereotyping, omissions and distortions?	A	B	C	D
45. If materials omit the contributions and struggles of women in our society, does the teacher supplement them with materials that provide this information?	A	B	C	D
46. Is literature by women authors, literature about women, and literature with women as central characters in nonstereotyped roles equally represented in the curriculum?	A	B	C	D
47. Do materials on classroom walls depict males and females in nontraditional non-stereotyped roles?	A	B	C	D
48. Is a conscious effort made to bring in outside people—of all races—who counteract traditional sex roles? Female scientists, engineers, dentists and plumbers or male nurses, secretaries and house-husbands?	A	B	C	D
49. Does your library avoid special sections listed "especially for girls" or "especially for boys"?	A	B	C	D
50. Are new library purchases routinely screened for sexism?	A	B	C	D

EXAMPLES OF INSTITUTIONAL RACISM IN EDUCATION

BIASED, CURRICULA, TEXTBOOKS AND MATERIALS

In most American schools, materials have reflected the contributions, achievements, heritage and cultures of white, male Americans and have glossed over many of the negative and oppressive aspects of our society. The materials and curricula fail to present fully the viewpoints, achievements, cultures and experiences of Afro Americans, Puerto Ricans, Chicanos, Native Americans and Asian Americans. When included, information about people from these groups is often stereotyped, distorted or presented from an ethnocentric bias, i.e., using white, middle-class standards and norms to judge and describe others. This negatively affects the self-image of third world children and lowers their motivation for achievement. Such materials also distort white students' understanding of racism in their society as well as their self-image and image of people of color.

IQ TESTS

IQ tests, it is generally agreed, cannot possibly be culture-free and are not satisfactory measures of innate intelligence or achievement potential. Yet, educators have utilized them in just these ways and, on that basis, have defined a student's intelligence, capabilities, potential and achievement. This practice, which negatively affects all students, is particularly disadvantageous to third world students. IQ tests are standardized on white middle-class norms, values and experiences, and thus do not reflect the cultures, heritages, experiences and language of third world students. IQ tests are rarely given in the native language of students for whom English is a second language. Even the race of the person administering the tests has been shown to affect the outcome of third world students. In many school systems, the IQ of Black students *declines* as they progress through their "schooling." This fact indicts both the predictive powers attributed to IQs and, more importantly, is an indictment of an educational system that destroys the future of Black youth. A federal judge in California has ruled against the giving of IQ tests to Black students in the state if the tests do not reflect the cultural background of the students.

TRACKING

Tracking systems (often as a result of IQ scores) are one of the most oppressive practices in education. IQ, achievement tests and teacher expectations all combine to place a greatly disproportionate number of third world and economically poor students in lower tracks, and white middle-class students in upper tracks. Once in a low track, students generally remain there (self-fulfilling prophecy) with a lesser attempt by the school at skills development and academic achievement. Counselors, unconsciously reflecting personal bias and/or racist assumptions, often encourage third world students toward service, non-professional and manual labor fields, in which our society offers low status and low pay. The tracking system perpetuates the socioeconomic and racial stratification of the society as a whole, rather than providing youth with the supposed equal opportunity that has for so long been the image of American education. A federal judge in Washington, D.C. ruled the tracking system unconstitutional because of its discriminatory nature.

EMR (Educable Mentally Retarded) CLASSES

Studies have shown that Black students are disproportionately classified for EMR classes in arbitrary fashion. Mental retardation is often determined by the utilization of IQ scores, which are often low because of language barriers and which are racist in their applicability to poor and third world students. In many instances, students are placed in EMR classes solely on the basis of a single teacher's judgment or referral. Students classified as EMR have been found to do as well, or better, in regular classes as they do in special education classes. The longer youth remain in EMR classes, the lower their rate of achievement. A ruling by a federal judge in California in 1972 prohibited a San Francisco school district from placing students in EMR classes solely as a result of IQ scores.

INEQUITABLE SCHOOL FINANCING

Local school districts are funded, for the most part, by property taxes. Affluent communities, with expensive homes or a good deal of industry, can set a low property tax and collect more money per student than can a poorer community with a higher property tax, but less taxable property. Such inequitable funding perpetuates racial, class and socioeconomic divisions. The child, whose parents can afford a more wealthy community, receives a superior education to that of the child in the poorer community. Thus, their opportunities for future achievement of income, employment opportunity, power and status are affected, regardless of their individual capabilities. The high proportion of third world families who are poor guarantees that inequitable school funding will discriminate more heavily against their children than against others. Some state courts and legislatures have determined that local property tax funding is inequitable and must be either replaced or supplemented by statewide funding.

STUDENT SUSPENSIONAND DISCIPLINE

Third world students are disciplined, suspended and expelled in significantly greater proportion than are white students. This pattern has been documented in all parts of the nation and is especially marked in newly desegregated schools. The new term, "pushout," is one result of the arbitrary application of discipline, suffered by third world students. The application of different sanctions to Black and white students for the same incident, lack of uniform and defined disciplinary rules, indefinite suspensions, lack of due process and institutional bias, inherent in both school policies and personnel, are all aspects of this process. Recent court cases in Boston and Dallas have declared the suspension and expulsion practices discriminatory and illegal. See *Fact Sheet on Institutional Racism.*

TEACHER EXPECTATIONS, ATTITUDES, BEHAVIORS AND RACIAL PERCEPTIONS

Innumerable studies have demonstrated the central role teacher expectations play in molding student achievement. This is known as the "self-fulfilling prophecy." When teachers expect third world and/or poor students to achieve less than white middle-class students, their behavior to those students can reflect these beliefs and lead students to doubt their own ability. Lack of teacher reinforcement, less attention, more criticism and less praise are all aspects of this process. Third world students have been shown to exhibit either hostility or passivity within white-controlled institutions in which they feel powerless and unrespected. These behaviors are often attributed, by a white teacher, to the students' racial, cultural or socioeconomic background, rather than to the racism within the school and classroom.

QUALIFICATIONS

Most standards or qualifications for teachers, for other professionals and for other jobs have been set by the whites who hold power and decision-making authority in the particular profession or industry. Most employment tests bear no real relationship to the job and courts have ruled many tests illegal and discriminatory. The most inspiring teacher is not necessarily the one holding the most degrees. Qualifcations for teaching should include being a good role model for students, understanding and being able to communicate with students and respecting their background and culture, *as well as* subject knowledge. When professional standards set by whites are the only standards given importance in deciding who is "qualified," the results are usually hostile to the interests of third world children. A diversity of experiences, heritages and perspectives is essential to the positive development of all students living in a multi-racial society, and thus should be among the qualifications sought in recruitment of teachers.

SEXISM IN EDUCATION

CURRICULUM AND TEXTBOOKS

Studies of textbooks show that males are over-represented and females underrepresented as central characters; females are usually portrayed in the stereotypical role of housewife and largely ignored as workers and producers outside the home; males are usually shown in productive, authoritative positions outside the home. Men are depicted as resourceful, courageous, successful, capable, achieving individuals, while women are generally portrayed as passive, deriving their self-worth not by individual accomplishments and abilities but through family roles. They lack initiative, skill, bravery, competence and independence. The contributions of women to our culture, heritage and economy are ignored or underrated. This important aspect of sex-role socialization tends to cripple the self-image of girls, impair their psychological health, and limit their economic achievement, while encouraging boys toward competitiveness, aggressiveness and inhibition of emotions and feeling for others.

TEACHER EXPECTATIONS, ATTITUDES AND BEHAVIOR

All teachers are, themselves, products of the pervasive sex-role socialization of our society. Their own behaviors and their expectations for the behaviors of girls and boys in their classes, are factors that encourage sex-role conditioning of children. Teachers perpetuate these role-expectations in both subtle and overt ways. The division of classroom labor, of asking for "strong" boys to carry books or move furnishings, and asking for girls to dust or wash the chalkboards, perpetuates concepts of male strength and female weakness. Teacher attitudes which assume that girls love to read but are poor in math and science can be projected to students in a variety of ways, thus beginning a differentiation in skill acquisition that limits the career options of females. Allowing boys to be loud, noisy, boisterous and even angry, while expecting girls to control their behaviors and act like "young ladies" molds the behaviors of all youth into rigid sex-roles. Studies show that teacher interaction with boys and girls is totally differentiated (as is parental interaction). The sexist personnel practices of educational institutions that result in a preponderance of female teachers in the early grades and males in authoritative administrative positions, present role-models that also help to shape the attitudes of children to the capabilities of men and women.

INSTITUTIONAL CHANNELING

Females and males were often segregated from the earliest grades for athletic and hygiene lessons. Family life and homemaking courses on the one hand, and industrial arts courses on the other, were seen as separate activities for females and males from elementary school on. Vocational training was segregated, with beautician, secretarial and nursing courses for women, and metal working, plumbing and auto mechanics for men. More money was spent on athletic programs for males. The most honored women's team was the cheerleaders, who stand on the sidelines and cheer, while the men were actively engaged—good training for a later role of wife, secretary, nurse, etc. Many school systems had specialized technical schools reserved for males only. Colleges perpetuate the division of men and women and the inferior treatment provided women. Ann Scott notes a general admissions policy of colleges that divides entrance exams by sex and admit equal numbers of top-scoring women and men. While seemingly fair on the surface, this practice discriminates against women, as they generally score higher on these tests than do men. Women receive lower grants for financial school aid and married women are often denied grants since their husbands will supposedly provide for them, while married men often receive priority for grants since they supposedly must support their families. While change is occurring since passage of Title IX, the damage caused by institutional channeling remains pervasive.

INFORMATION SHEET ON SCHOOL DISTRICT

Note: Gather information about one school, if it is not available for entire district.

All information which can be gathered on this sheet *prior* to group use of the SCHOOL CHECKLIST will enhance the usefulness of the activity. The trainer may wish to gather this information, or may assign this responsibility to some participants in advance.

1. What is racial breakdown of the community or the students serviced by the district? (roughly)
   Percentage white ____
   Percentage Afro American ____
   Percentage Hispanic ____
   Percentage Native American ____
   Percentage Asian American ____

2. Of all those living in high-income areas, what percentage are white? ____
   Of all in middle-income areas, what percentage are white? ____
   Of all in low-income areas, what percentage are third world? ____

3. Are all the economic and racial groups well integrated in *each* school in the district? In each classroom of each school?

Category	TOTAL		WHITE		THIRD WORLD	
	Female	Male	Female	Male	Female	Male
School Board						
Superintendent						
Principals (H.S.)						
Principals (Jr. H.S.)						
Principals (Elem.)						
Other Administrators						
Teachers						
Guidance Staff						
Secretaries						
Maintenance Staff						
Lunchroom Staff						
Paraprofessionals						